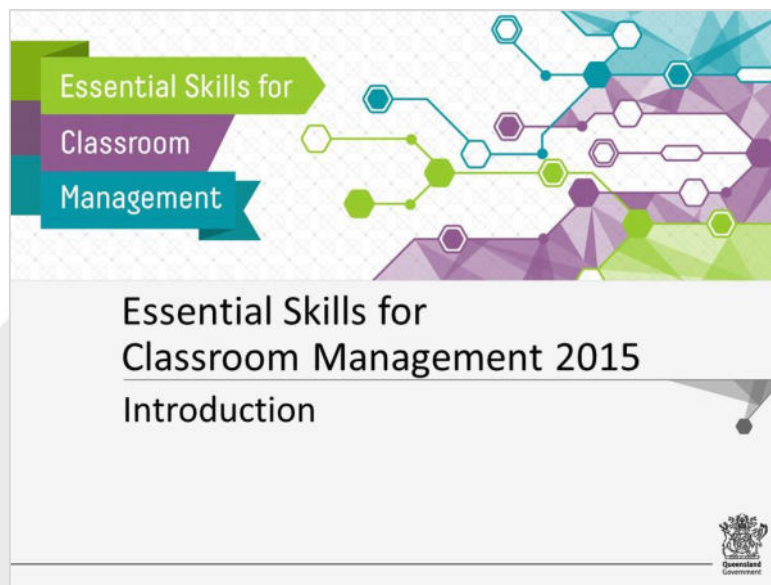


## Slide 1



## Notes:

## Background

- This PowerPoint provides the introductory phase of the **Essential Skills for Classroom Management Revised 2015** package.
- It is designed to be delivered in person by a teacher with specialised skills in behaviour support.
- It builds on the founding work in **microskills** which was first published in Behaviour Management Skill Training Handbook (Queensland Department of Education, 1996) developed by Dr Christine Richmond and a team of teachers with specialist skills in behaviour support and classroom management.
- In 2006, a significant revision of the Behaviour Management Skill Training Handbook was undertaken by Paul Leitch (South East Queensland Region Behaviour Specialist) and this was included as part of the Department of Education and the Arts, Queensland project *Better Behaviour, Better Learning*.
- In 2014 this work was reviewed and updated again in order to ensure that the content continued to reflect current policy and research, and offered staff access to a specifically tailored set of professional learning materials designed to support their work in contemporary classrooms.
- It has been republished as the **Essential Skills for Classroom Management Revised 2015** package. It also now aligns with the Australian Professional Standards for Teachers as set out by the Australian Institute for Teaching and School Leadership (AITSL).

## Slide 2

Australian Professional Standards  
for Teachers

- Standard 4: Create and maintain supportive and safe learning environments
  - 4.1 Support student participation
  - 4.2 Manage classroom activities
  - 4.3 Manage challenging behaviour
  - 4.4 Maintain student safety
  - 4.5 Use ICT safely, responsibly and ethically



## Notes:

- The Australian Professional Standards for Teachers reflect and build on national and international evidence that a teacher's effectiveness has a powerful impact on students, with a broad consensus that teacher quality is the single-most important in-school factor influencing student achievement.
- Effective teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they make choices about further education, work and life.
- Standard 4: Create and maintain supportive and safe learning environments relates specifically to behaviour in schools.
- For more information staff can visit <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list?&s=4>

## Slide 3

### Essential Skills for Classroom Management (ESCM)

- Designed to provide practical and timely support for teachers at any stage of their professional career.
- Introductory or refresher.
- Prompt professional learning conversations.



### Notes:

- Australian Professional Standards for Teachers have a range of skill sets covering Graduate, Proficient, Highly Accomplished and Lead teachers.
- The role teachers take in implanting the skills discussed in ESCM will vary according to their experience and expertise.
- Group leader/facilitator may like to discuss audit of skills in school with principal as a later activity.

## Slide 4

## Why is discipline important?

- An overview of research on student behaviour reveals several recurring themes that indicate the significance of this research:
    - Maintaining orderly learning environments is important because they are **associated with high student engagement and achievement**
    - Ineffective classroom management leads to detrimental effects including **student resistance and disengagement, general misbehaviour and, in some cases, school violence**
- (Informed by Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). <http://dx.doi.org/10.14221/ajte.2014v39n6.6>)



## Notes:

- Informed by Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). <http://dx.doi.org/10.14221/ajte.2014v39n6.6>
- Appears to be an obvious question – but there is widespread misunderstanding about what discipline means, and what its purpose is in classrooms and schools.
- Discussion with group about the definition of discipline in relation to student behaviour: teach someone to behave in a controlled way.

## Slide 5

### Why is discipline important?

- Teachers report classroom management to be one of the greatest concerns in their teaching, often leading to burnout, **job dissatisfaction and early exit from the profession**

(Australian Education Union, 2008; Blase, 1986; Friedman, 1995; Ingersoll, 2001).



Notes:



## Slide 6

## Why is discipline important?

- Student misbehaviour can impact **negatively on the professional resilience of beginning teachers**

(Informed by Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). <http://dx.doi.org/10.14221/ajte.2014v39n6.6>)

- Troublesome student behaviour and disengagement from school is linked with **alienation and truancy**

(Soodak, 2003; Zyngier, 2007).



## Notes:

- Informed by Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). <http://dx.doi.org/10.14221/ajte.2014v39n6.6>

## Slide 7

*Punish Them or Engage Them?*

- The Australian Research Council (ARC) funded this four-year study (2011-2015) into student behaviour in schools, examining
  - Policy design and implementation
  - Strategies used by teachers to respond to student behaviour
  - Classroom and school influences on student behaviour.
- In many countries like Australia, there is a growing sense of 'social anxiety' about students' behaviour in schools.
- The media illustrate society's unease by consistently reporting widespread public and political concern over allegedly negative and deteriorating student behaviour in the nation's public schools.



## Notes:

## Notes:

- One of the most recent and comprehensive studies conducted in Australia looking into student behaviour in schools: Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6), pp 43-56.
- The first slides in this presentation help to contextualise the current state of community conversation about student behaviour in Australian schools.
- Informed by Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). <http://dx.doi.org/10.14221/ajte.2014v39n6.6>

## Slide 8

## Findings

- While aggressive/anti-social behaviours do occur in schools, most teachers encountered them infrequently.
- Hence, the findings of this study do not support popular perceptions that schools are 'out of control' and that violent behaviours are common.
- Confirm earlier studies that showed that teachers frequently encounter relatively minor student behaviours.



## Notes:

- Findings from the study: Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). <http://dx.doi.org/10.14221/ajte.2014v39n6.6>



## Slide 9

## Findings

- Of all unproductive behaviours that occur in classrooms, disengaged behaviours are extremely prevalent and teachers consider them difficult to manage.
- This research suggests disengaged student behaviours have more to do with factors within a teacher's control (environment, engaging curriculum) than with those located within the student.



## Notes:

- Findings from the study: Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). <http://dx.doi.org/10.14221/ajte.2014v39n6.6>

## Slide 10

## Findings

- Teachers can consider aspects related to the
  - physical environments
  - the curriculum and resources, and
  - their teaching to engage students in learning activities.
- Teachers utilise approaches to responding to unproductive student behaviour that may not address the underlying causes of that behaviour.
- Teachers particularly identified the use of a stepped approach or reasoning with the student either inside or outside the classroom to address unproductive behaviours.



## Notes:

- Findings from the study: Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). <http://dx.doi.org/10.14221/ajte.2014v39n6.6>

## Slide 11

### Most frequently reported unproductive classroom behaviours

- Talking out of turn
- Avoiding doing schoolwork
- Disengaging from classroom activities
- Disrupting the flow of a lesson
- Moving around the room unnecessarily
- Being late for class
- Making distracting noises intentionally
- Mucking around, being rowdy
- Making impertinent remarks
- Interfering with other students' or teachers' property



### Notes:

- Findings from the study: Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). <http://dx.doi.org/10.14221/ajte.2014v39n6.6>

## Slide 12

Least frequently reported  
unproductive classroom behaviours

- Being extremely violent towards other students or teachers
- Sexually harassing teachers
- Being physically aggressive towards teachers
- Being physically destructive
- Verbally abusing teachers
- Sexually harassing other students
- Displaying uncharacteristically erratic behaviours
- Being physically aggressive towards other students



## Notes:

- Findings from the study: Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, 39(6). <http://dx.doi.org/10.14221/ajte.2014v39n6.6>

## Slide 13

## 10 Essential Classroom Skills

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgment
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through



## Notes:

## Notes:

- These are 10 Essential Classroom Skills that, when used appropriately, reduce the occurrence of the most frequently reported unproductive classroom behaviours:
  - Talking out of turn
  - Avoiding doing schoolwork
  - Disengaging from classroom activities
  - Disrupting the flow of a lesson
  - Moving around the room unnecessarily
  - Being late for class
  - Making distracting noises intentionally
  - Mucking around, being rowdy
  - Making impertinent remarks
  - Interfering with other students' or teachers' property
- Over the next few sessions we will cover each of these essential skills in more depth and open up broader discussion about how we can best support ourselves and colleagues to implement these strategies.
- To end this introductory session we have a short video and activity for discussion/reflection taken from the AITSL site.



## Slide 14



## Notes:

Notes:

1. What behaviour management strategies do teachers at your school use?
2. What are the characteristics of a successful behaviour management program?
3. What expert knowledge and workplace experience could you use to assist your colleagues manage challenging behaviour?
4. What strategies do you adopt to ensure that students are engaged in their learning?

## Slide 15



Notes: